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CHILDREN'S WORK

at the

CHAMPAIGN PUBLIC LIBRARY

SEPTEMBER 1901 - MAY 1902 .

by

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AND

MARJORIE GRAVES

THESIS FOR THE DEGREE OF BACHELOR OF LIBRARY SCIENCE

IN THE STATE LIBRARY SCHOOL

in the

UNIVERSITY OF ILLINOIS.

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THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Lillian Belle Arnold and Marjorie Graves

ENTITLED

Children's work at the

Champaign public library

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF Bachelor of Library Science

Latharine E. Sharp

HEAD OF DEPARTMENT OF

Library Science

T A B L E O F C O N T E N T S .

Introduction.....	1
History of the room.....	1-2
Library league.....	2-3
Story-hours.....	4
Classification.....	4-9
Individual reports.....	11-23
Bibliography.....	23-29
Statistics.....	29-31



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CHILDREN'S WORK AT THE CHAMPAIGN PUBLIC LIBRARY

SEPT. 1901 - MAY 1902.

One of the most important branches of library work and one which is coming rapidly to the front is children's work. It is a recognized fact among the thinking people of the profession that the best way to reach the public is through the children. Within a very few years, many librarians have felt the need of personal contact with the children. This may best be obtained by an attractive room shelved with their books, where a special librarian may carry on the work with them. Extensive work is not possible in all public libraries, but special work with the children is carried on even in the smallest library.

CHAMPAIGN PUBLIC LIBRARY CHILDREN'S ROOM.

The Champaign public library may be taken as an example of the average public library, and although there was a children's room it was felt that there was a good field for work.

The room was fitted up two years ago, and before this time the juvenile books were shelved with the adult fiction in the stack-room and the children were allowed free access to the shelves. This was not a satisfactory arrangement, as the children annoyed the attendants in the stack and left the books in great confusion. Then, too there was no opportunity for helping the children as they were in the library only long enough to get their books. After much planning it was finally decided to transfer the reference room to what was then a work room, and to use the reference room for a children's room.

R O O M

The room is in the southeast corner of the building and is in close proximity to the delivery desk. The children's room is used as a passage way to the stack room, so the children become familiar with the stack room by the time they are ready to read adult books. The room has three large windows, two on the south side and one on the east. The east wall contains a large open fireplace making the room bright and cheerful on cold days. Open shelves on three sides of the room hold all the juvenile books. Each tier has seven shelves, making it easy for the little ones to reach the highest row of books without effort. Tables and chairs of suitable height are conveniently placed for the use of the readers. The floor is bare, but rubber tips on the chairs lessen the noise. Interest in the books is aroused by means of pictures and bulletins which are changed frequently.

LIBRARY LEAGUE.

A Library league was organized at the opening of the children's room. Its object was the promotion of the proper appreciation of books, their care, etc.

P L E D G E.

The pledge was as follows:

We, the undersigned, members of the Library League, agree to do all in our power to assist the Librarian in keeping the books in good condition.

We promise to remember that good books contain the living thoughts of good and great men and women, and are therefore entitled to respect.

We will not handle any Library book roughly, carelessly, or

with dirty hands; will not mark it, turn down leaves, or injure it in any way. We will do all in our power to interest other boys and girls in the right care of books, and will report all that we find in bad condition.

When in the Library we will step softly and move quietly, and try not to annoy other readers by any unnecessary noise or talking.

M O T T O.

The motto was:

"Clean hearts, clean hands, clean books." This was planned after the Library League formed at the Cleveland public library by Miss Eastman which has been the model for so many similar organizations throughout the country. The league badge was a silver pin with the monogram C. L. L. A large number of these were ordered, but were so late in coming that they did not sell, though the price was but twelve cents. After the first meeting, nothing further was done with the league, and there was no noticeable improvement in the care of books.

P R O B L E M.

The children came to the library, but took no notice of the bulletins, and read the poorest class of literature, almost all fiction. A great many pictures having no connection whatever with the books occupied all the available wall space. This was a great hindrance to the effectual use of bulletins. To counteract this bad influence, all these pictures were taken down and simple bulletins on special subjects were posted from time to time. The books listed on the bulletins were placed on a shelf nearby, and as soon as the books ceased to be called for, the bulletins were changed.

To do away with the necessity of making a new bulletin every time, a birthday bulletin board was made, which will be described later. Birthdays of famous men and women and anniversaries of noted events were made a special feature.

Book covers and carefully chosen prints were used to make the room more attractive. A strip of corticene had been nailed along the top of each book case. On each strip was pasted the subject covered by the books in that case. The arrangement on the shelves had been changed so that these headings were misleading. Burlap was sewed over the corticene to cover these headings and made a very good back-ground on which to tack pictures.

S T O R Y H O U R S .

To call to their attention a better class of books, and to interest the children in different subjects, story hour were held at the Library on Saturday afternoons. The children's room could not be used for this purpose, because of its close connection with the reading rooms, so a club room on the second floor was used, making it necessary to carry the books upstairs. As the attendance was so varied, and interest lagged, these story hours were given up early in the spring.

C L A S S I F I C A T I O N .

When the room was first opened, the books were shelved in two arrangements; the classed books being arranged together according to the Dewey Decimal classification, and the fiction arranged alphabetically by Cutter book-numbers. All juvenile books bore a small j before the call number to distinguish them from the adult books. As there was great demand for Indian and fairy stories, these were

taken out of the main classification and arranged on separate shelves. The call numbers were not changed, and no mark was put on them to distinguish them from the other books, and in time they were mixed with them and finally arranged as at first. This arrangement was not entirely satisfactory as the children were more apt to call for the books by subject than by author or title. After consulting the head librarian, it was thought best to change the classification. Fiction that would in any way throw light upon a subject was classed with that subject. This was done not to swell the circulation, but because much information is contained in the books usually classed with fiction, and put in a way that appeals to children much more than some of the so-called classed books. Then again, the shelves being open it would be much easier for the children to find what they wanted if the books were arranged under subject. Take for example the treatment of civil war books. The story books considered worthy were put in 973.7 which is the number for the histories of that period. Thus the stories stood next to the more serious books of information and in this way called to the children's attention books which might have been overlooked by them. In rearranging the classification, the plan followed was the one worked out by Miss Clara Whitehill Hunt of the Newark, New Jersey free public library, published in Library journal Feb. 1902, 27 : 65-68. This plan had to be modified to suit our needs. The books were classified in order as they stood on the shelves, each book was examined, or read through if necessary. When a number had been decided upon it was put on the book-card and book-plate in black ink to distinguish it from the old call numbers which were marked in red ink. A shelf list on P. slips was made bearing author, title, accession

number, old call number, and the new number all in black. Subject headings were assigned to most of the books and were written in the lower right-hand corner so that these slips would be helpful if at any future time a dictionary catalog of the children's books was desired. No shelf list had ever been made for any of the books, and the plan was to arrange these slips by the new call numbers as the card catalog was a classed one arranged by the old call numbers. Since it would be unfair to mark fiction with the class number and thus get credit for circulating a larger number of classed books than was actually the case, it was decided to leave the old number on the labels, putting the new one in red ink underneath. In this way statistics could be kept that would show the actual circulation of the classed books. In arranging and counting slips for each day's circulation, this number is entirely ignored. As there was no shelf list the only way of knowing whether we had classified all the books was to use the finding list, checking each book as it was classified. This was one of the greatest difficulties experienced as circulation was going on continually, making it necessary to go over the shelves already classified, time and time again to find the books which were out when those shelves were classified. It was impossible to reserve these unclassified books as they came in, for the work was not done daily.

After the general plan was made, the most difficult part was yet to be done. Miss Hunt's plan was followed in most particulars, but it was found that more Dewey classification numbers would have to be used. In many classes, especially adventure and travel, it was difficult to keep from classifying too minutely, so it was decided to use 910 for all travel and adventure, not bringing out the

country except by subject headings. At first, stories of child life were put in a separate place, but as there was very little call for books on this subject it was decided to include them in fiction.

Below is a list of the Dewey classification numbers which were used in classifying the books.

359- Naval stories

Mc Murray - Robinson Crusoe.

378- College stories

Hughes - Tom Brown's school-days.

398- Fairy tales

Bouvet - Prince Tip top.

590- Animals

Major - Bears of Blue river

Pierson - Among the farmyard people.

598- Birds.

Cheever - Strange adventures of Billy Trill.

910- Travel and Adventure.

Wyss- Swiss family Robinson.

930- History, ancient.

Henty - Cat of Bukastes.

940- Europe - History.

Henty - By pike and dyke.

942- England - History

Bennett - Master Skylark.

944- France - History

Brooks

A boy of the first empire.

970- America - History

Ballantyne

Norsemen in the west.

970.1- Indian stories

Barton

The prairie schooner.

973.2- U. S.- History - Colonial

Dix

Soldier Rigsdale.

973.3- U. S.- History - Revolution

Perry

Three little daughters of the Revolution.

973.5- U. S.- History - War of 1812

Tomlinson

Tecumseh's young braves.

973.7- U. S.- History - Civil war

Alcott

Hospital sketches.

973.8- U. S.- History - Spanish-American war.

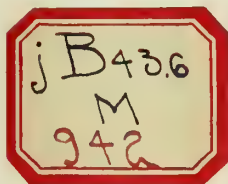
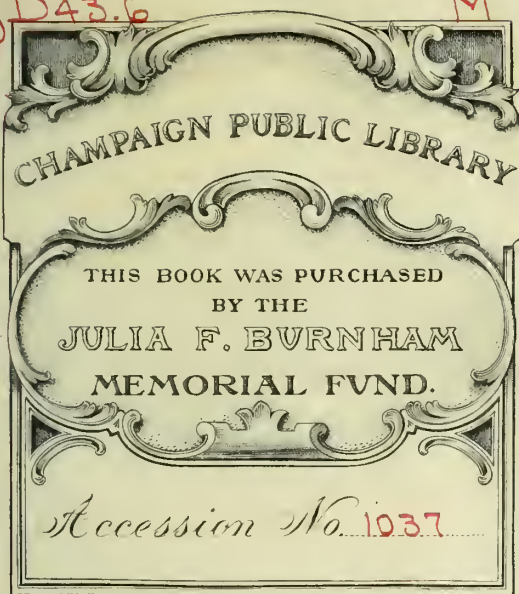
Stratemeyer

Young volunteers in Cuba.

942

jB43.6

M



942

jB43.6-M
Bennett, J: 1037
Master Skylark

The work in the children's department of the Champaign public library for the school year 1901-02 was put in our charge. A general outline of the work for the year was made. A member of the Senior class of the University of Illinois had charge of the room for two weeks at a time as apprentice assignments were made for that period throughout the year. These students followed the outline by those in charge of the work. Having so many different people carry on work was not so satisfactory as if there had been only one or two, as they could not learn to know the books or the children in so short a time. Each student observed the results of the experiments carried on during the time she was there, and made a written report of the work she had done.

S C H O O L S .

A visit was made to the superintendent of schools to see if any cooperation was possible, but he thought the school libraries already in existence should meet the needs of the children. Some of the schools were visited and the plans were explained to the teachers, and they were urged to make more use of the library. They seemed greatly interested and promised to keep us notified in regard to the subjects taken up by the different classes. One or two teachers came to the Library and asked for help in the selection of books, but aside from this, those in charge of the work received no encouragement.

P R E P A R A T I O N F O R W O R K .

In taking charge of the children's work as much information on the subject as was possible was gathered together. . . A great many different lists of books were sent for and were used to great advantage in preparing bulletins and reference lists. The plan

adopted by the St Louis public library of printing reading lists on book marks to be used as call slips was followed. These lists were not elaborate; they consisted of about thirty entries, half for girls and half for boys. It was thought best in beginning the work to read as many of the books in the children's room as possible. This was continued throughout the year. Many of the books in the collection could not be conscientiously recommended for the children's use, but it was not in the province of the attendants to discard these books, so it was endeavored to stimulate an interest in a better class of fiction. As no effort had been made in this direction before, the authors most in favor were Henty, Otis, Kellog, Stratemeyer, Laura E. Richards, Sophie May and Susan Coolidge. Some tact had to be used to create in the child a desire for the better books, without in any way forcing them upon him. The tendency to read books which "somebody said were nice" was very strong and when it was suggested that they read "Little brothers of the air", or some similar work in nearly all instances they preferred to finish the Prudy series, or some other equally poor. Thus a certain limited number of books circulated constantly while the rest were all left on the shelves. What the children most needed was a wider knowledge of the books, and it was here that personal contact with the children was of the greatest advantage. At first the children were shy about asking for help as they were not used to much attention in the room, but this gradually wore away, and it was soon found that they were often very eager for suggestions. Often when a good book was brought to their notice they were glad to take it, as they had not known of its existence before. Toward the end of the year there was a decrease in the circulation of the

above mentioned authors, and better books were in greater demand.

Following are the bi-weekly reports in chronological order:

S E P T. 23 T O O C T. 4.

Miss Arnold and Miss Graves in charge. Very few children came because the weather was so pleasant they played out of doors. Most of the time was spent in becoming acquainted with the books, in finding out the real needs and how they could best be met. Plans were made to meet the problems which presented themselves. It was decided to choose for the first story hour a subject of current interest. Inasmuch as a new president of the U. S. had just entered upon his duties, it was decided to talk about Roosevelt. We advertised the talk through the papers, through the schools, and by means of notices posted in the room. We were somewhat surprised to find that only eight children responded, and these were so young that much of the material which had been gathered was beyond their comprehension and could not be used. However, we showed them pictures of Roosevelt in his Rough rider's uniform, and others as he appears in every day life. The children were especially interested in the pictures of his children, his favorite horse, his dogs, etc., and were very anxious to hear about his Western life. Books of hero stories had been taken up to the room where the talk was given, and were called to the children's attention in connection with the life of this modern hero. Some of these were taken by the children. After the story hour, they came down to the children's room and looked at the books, many of them never having been there before.

O C T. 7-19.

Miss Arnold in charge. The children began to come in greater

numbers and more regularly as they settled down to school-work. It was decided to carry out the plan followed by the Cedar Rapids and other libraries and have birthday bulletins. Each week the picture of some well known person or event was posted in the children's room with a list of books on the subject. When possible the books were put on a table or shelf under the poster. A birthday bulletin board 22 x 36 inches was made out of pine. Green burlap was stretched tightly over this and the word "Birthdays" was stamped in a semi-circle by using the sign-marker. This was hung in a permanent place on the wall, so that the children would become accustomed to look there for the lists and pictures.

The arrangement of the books was found to be rather confusing for the children, as the letters at the side of the shelves do not correspond to the letters of the books there. The children took these for guides and in putting the books back in their places were misled and the books were not arranged in their proper order. The books most called for were Fairy tales and stories of colonial life. The story hour planned for October 12th was on Columbus. A short and simple story of his life was prepared. Some anecdotes of his boyhood, and his attempts to secure aid in his plans were brought in so as to interest the young people. A Columbus poster was made by mounting a good-sized Perry picture of the discoverer on dark gray cardboard. In connection with the talk, pictures of Columbus as a boy, of the three ships crossing the Atlantic, the landing, and Columbus at the Spanish court on his return were shown. Some easy stories about Columbus and one or two other history books were taken up stairs to be introduced in the talk. As it was a very rainy day, but one child came, although the talk had been advertised

extensively.

The next week took in Helen Hunt Jackson's birthday, and it was decided to have the story hour given up to reading some of her stories. As the children were of such different ages, something of interest to both the younger and older ones had to be thought of. A brief sketch of the author's life was prepared, and the story of Nelly's Silver mine was put in simple language. A part was to be told them and then it was hoped the children would be interested enough to get the book and read it. The children who came, however, were quite young and this plan had to be given up. Some of the Cat stories were read and the pictures were shown the children. One little girl wanted to take the book so as to have her mother read more to her. As her mother did not allow her to have a card, this was impossible. Some of the pictures of birds and flowers which had been hanging in the room a long time were removed and new ones having some connection with the books were put in their places.

O C T. 22 T O N O V. 1.

Miss Dunkar in charge. Putting books in order on shelves and helping the children select books occupied most of the time after school hours.

A story hour on Hallowe'en was held Saturday afternoon at three o'clock. This was announced through Champaign papers; notices read in the public schools, bulletins on the loan desk in main library and in the branch. As so many pictures had formerly been used, it was decided to experiment with a plain bulletin. It was made of gray card-board, the printing was done with the sign-marker. The room was decorated with apples suspended from the chandeliers, and

the picture bulletins with reading lists were hung in conspicuous places. The curtains were drawn, and an open fire furnished the only light as it was impossible to obtain pumpkins for jack o'lanterns. Although the hour was announced as three, the children began to arrive at one o'clock. As there were over fifty of them, they were asked to play on the lawn until time for the talk. At three o'clock the children were called in and the Hallowe'en fire was lighted. While it was burning something of the history and origin of the customs of the day as found in Chamker's Book of days, Brand's Popular Antiquities, and Encyclopaedias was told the children. The supersitition and ignorance of the people of the early times was dwelt upon in contrast to the knowledge of people to-day. Fairy tales from Mrs. Morrison's Elaines and pixes were told. One or two other stories from current magazines, James Whitcomb Riley's Elf-child and When the folks is gone were read. It was planned to illustrate some of the best known customs and games by allowing the children to play them, but this was found to make too much noise for a library. After the story hour most of the children stopped in the children's room where they selected books for home reading. Some new cards were issued. About fifty children were present and they were very attentive.

N O V. 4-18.

Miss Smith in charge. Since November 4th was Eugene Field's birthday the first thing to be done was to bring him before the children. A portrait was mounted and a slip attached to it stating that November 4th was Eugene Field's birthday and that some of his verses for children were on the table. As far as observations were made, the children paid no attention to the poems, and it was de-

cided that perhaps one or two separate poems might attract their attention where a whole volume would be avoided. Perhaps if one of his best known poems had been written out and attached to the portrait, the results would have been more satisfactory. As the children came into the room they were allowed to look over the books, if they seemed to have a pretty good idea of what they wanted and how to find it; but if they seemed a little doubtful or backward about approaching the shelves, assistance was offered. A little talk with a child brought out what kind of books he enjoyed most, and with that as a guide, a selection was made for him; very often assistance was needed only in finding some special work, which a child wanted. This brings in the suggestion that the old labeling on the shelves should be changed as the children try to follow those letters which are at the side of each shelf and which are all wrong. It was noticed that the children do not pay much attention to the call number of the book and it is almost impossible for them to get the books back in the right place. The books were kept pretty close together on the shelves and this was found to make it easier for the children to see where the book was taken out. When the books are loose, they will put them back wherever they can squeeze them in.

The story hour was announced by sending postals to the principals of the grades giving the time, place, and subject of the talk which was the Story of a dress. No poster was made announcing the story, but the suggestion is now made that pictures illustrating the talk should be put up in the children's room a few days before it is given with an announcement that the story will be about those pictures. This method had already been found successful.

Ten children came to hear the story, which traced the processes

to which the wool is subjected until it becomes a dress. A good article was found in Harper's monthly which was well illustrated and these pictures interested the children. The criticism on the story is that the subject was too technical; the children thought they were being instructed. This may have been the fault of the treatment of the subject, rather than the subject itself and might have been more successful if the talk had been made more simple. After the story hour they all went down to the children's room and were helped in selecting new books.

The pictures of birds and flowers were all taken down and a number of book covers, fac-similes of the outsides of some children's books were placed on the strip of burlap over the shelves. Eight or ten pictures of Indian heads mounted on bright red cardboard were hung about the room. A piece of white cardboard was cut in the shape of a tomahawk on which was printed in red ink a list of some good Indian stories in the library. The children were pleased with the Indians and asked when a story on this subject would be given.

As a general observation, it may be said that the children prefer to look over the books themselves and want assistance only when they are in trouble. An attempt was made to keep the books in their proper places on the shelves, but of course this couldn't be entirely successful.

N O V. 21 T O D E C. 2.

Miss Graves in charge. A great deal of time had to be spent in keeping the books in order for the children were not careful in putting the books back in their proper places. By this time the children had begun to realize that the attendants were there for their especial benefit, and they asked many questions where at first

they seemed afraid to do so. Many of them came in with no definite purpose, simply wanting a good story. In this way it was possible to lead them to better things. Most of them wanted fiction, but some of the children, mostly boys, went to the classed shelves.

Frances Hodgson Burnett's birthday also Louisa M. Alcott's were noted with pictures and lists. A list of Thanksgiving stories was prepared, written on a sheet of paper and hung on the wall to see if the children would notice a simple list without pictures. It was surprising to see how many of them read the list and asked for the stories. Later in the week a Thanksgiving bulletin was posted. This had been made by one of the Seniors in the Library school and was a large poster of gray cardboard having pictures of the Mayflower, The landing of the Pilgrims, Plymouth rock, and John Alden and Priscilla. A list of suitable books was neatly printed in white ink. This was enjoyed very much by the children.

A story hour was advertised for Saturday afternoon by notices in the paper, postals to the principals of schools and an attractive red poster hung in the children's room. The result was surprising the small room up-stairs was the only one available and about 130 children crowded in there. There were not enough chairs for them all and they became very restless. Three Thanksgiving stories were read to them, and then they had to be sent home. They made so much noise that they disturbed a woman's club meeting, and the attendants below in the delivery room. This is a problem that will have to be taken into consideration. The children flocked down to the children's room after the story-hour and many of them asked for books about the Pilgrims and other books suggested by the stories. Many who had never had a card asked for books and several new cards were

issued, so that in this way the result was encouraging.

The room had been decorated before the story-hour with a few appropriate pictures besides the bulletin; some vegetables had been put on the mantle and a row of apples had been hung from it, but it was found that the children ate them so they had to be taken down.

The second week was spent simply in helping the children, and talking to them about the books. They grew very talkative as they became better acquainted and gave help as well as received it. It took about two hours a day to keep the books in order, and although there was not time to do this satisfactorily, still they were kept in as good condition as possible.

D E C. 5-20.

Miss Clark in charge. As the Christmas season was nearing, an appropriate bulletin was needed. Such a bulletin was being prepared by one of the Seniors. However, as this was not ready, a temporary one was posted. A colored picture of Santa Claus mounted on a large red board with a type written list of Christmas stories attached formed the temporary bulletin. It was bright and attracted the children. The other bulletin brought out the deeper meaning of Christmas and bore some fine reproductions of the Madonna and Hoffman's boy Christ.

The room was decorated with holly and prints of famous paintings of the Madonna were also put up. The story-hour on Saturday afternoon was devoted to Christmas stories. Invitations were limited to children in the third and fourth grades, postal card notices having been sent to these grades in each of the schools. It was a very cold day, and only ten children came. They were quiet and interested and asked for a story-hour the next Saturday. After telling

the stories, the children's attention was drawn to the looks where other stories might be found; and they were told how to use the bulletins and reading lists that were constantly appearing in the children's room.

The books were kept in order and the children were helped in their selection of books.

J A N. 8 T O 18.

Miss Waller in charge. The decorations which had been put up at Christmas time were taken down and nothing was put up in their place as it was thought that bulletins would suffice. A birthday bulletin on Benjamin Franklin was put up. The children looked at the pictures on this and seemed to discuss it among themselves, but did not ask for the books or articles mentioned on it.

The story-hour was to be the Story of a book and material was prepared on the ancient form of books and the modern methods of making them. Several pictures were procured to illustrate the talk. Notices were sent to the schools, and children coming into the room were told of it. However, no one came. The children did not seem especially interested in anything but the story books, fairy tales being the most popular.

J A N. 20-25. F E B. 3-8.

Miss Graves in charge. As the mid-year examinations came at this time, the work at the children's room was suspended during one week.

The work at this time was very uneventful. The books were kept in order, and help given to the children in selecting the books. This took much time as they had come to depend upon the help of the

attendants and were very apt to take the books selected for them.

Instead of a story-hour this time, it was decided to reorganize the Library League. Posters were sent to the schools and notices were put in the papers announcing the League meeting, asking members to come. Only seven children came and they said that announcements had not been made in the schools. In this and other ways it was found that there was no interest in the Library League and it was decided to give it up.

F E B. 10-22.

Miss Arnold in charge. Lincoln's birthday was February 12th, so pictures of him and of interesting events in his life were posted. A list of books on the Civil war and a reading list on Lincoln were put up. The books were placed on the reserve shelf and nearly all of them were taken out.

Valentine's Day, February 14th, a short list of stories, mostly magazine articles was posted, and was used by the children. The room was decorated with hearts, cut from red cardboard and strung around the walls.

Washington's Birthday, February 22nd. Good pictures of Washington and his home were posted on the birthday bulletin board. A large poster in the shape of the U. S. shield having George and Martha Washington's pictures and pictures of the principle events in Washington's life was put up on one side of the room and under this a reading list on the Revolutionary war and Washington.

The strip of corticene at the top of the shelves having the old titles, Fairy stories and Animal stories, was taken down and covered with burlap. Pictures are easily pinned to this; new book-covers of attractive children's books were put up. In giving out the books

to the children many different graded lists were consulted. Books were asked for in connection with school work and two girls were instructed in the use of Poole's index.

F E B. 24-M A R. 10.

Miss Steel in charge. As February 27th is Longfellow's birthday, a short reading list on him was posted, also a picture of him and a view of his home. The books noted on the list were reserved in the children's room, but none of them were called for. A few of the children noticed the pictures and remarked about them, but there seemed to be no general interest. On rainy and disagreeable days when it was unpleasant out of doors, a great many more children came to the library than on pleasant days. It was noticed that the demand for picture books which small children could take home was greater than the supply.

The lists of Puritan and college stories which had been begun was finished and posted.

M A R. 13 T O A P R. 4.

Miss Azbill in charge. The restraint between the children and the student assistant was wearing off to a great extent, and the children asked questions quite freely. Repeated trials in instructing the children in the use of the finding list proved useless as they preferred to select their books from the shelves.

Rosa Bonheur's birthday called for a special list on animals and for a special bulletin on the same subject. An animal bulletin made by one of the Seniors was used to great advantage. This consisted of a rectangular gray board bearing the word "animals" made of small pictures of animals cut out and laid on to form the letters

in the word. Excellent pictures, some of them prints of Seton Thompson's drawings and a very good list of books, printed in white ink completed the bulletin. As an experiment Rosa Bonheur's name was cut out of white paper in large letters, and fastened in a semicircle above the bulletin. Under the list on a small table all the books on animal life were placed. The white letters attracted the attention and the children were all interested in the bulletin and in knowing what the queer spelling above it meant. In two days all the books but one were taken.

A P R I L 6-18.

Miss Spaulding in charge. April 12th Arkor and bird day. A reading list on birds was posted and pictures of birds, mostly Audubon reprints were put up in the room. The books listed were reserved on the shelf. Several of the books from the general collection were placed here as they contained such fine pictures. The books, however, were seldom used, and the list not at all so far as could be determined. A few children would look at the pictures when their attention was called to them, but on the whole, the subject of birds did not seem to appeal.

The weather was so pleasant that the children preferred staying out-of-doors to coming to the Library, and when they did come they were very restless and did not stay long. However, the room was used quite a good deal at night as the daily disorder of the books testified. April 19th Battles of Lexington and Concord. A list of suitable books was posted, but no pictures were put up as none could be found relating to the subject. Only a few books treating of these events could be found, but these were reserved on the shelf.

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The above was the last report as the attendance in the

children's room decreased when the pleasant weather came on and a regular attendant was no longer necessary. The classification of the books had been completed, but all records had not been changed when the work at the library was stopped. It is hoped that this work may be completed as soon as possible and that the new arrangement will give satisfactory results.

Special help was received from the following articles:

Adams, Emma Louise.

Methods of children's library work as determined by the needs of the children (see L. j. 22; C 28-31.)

Different methods of enlisting the children's interest.

Classes brought to the library by the teacher- cooperation with schools.

Biscoe, Ellen D.

Ideas in children's work (see L. j. April 1900. 25:171)

Ladders to climb- Graded lists as helps to better reading.

Clarke, Elizabeth P.

Report on children's work. (see

Evanston free public library. Report 1899-1900: 16-19)

Classified list of pictures for school use.

Timely lists and pictures illustrating current history.

Clarke, Elizabeth P.

Story-telling, reading aloud, and other special features of work in children's rooms. (see L. j. April 1902, 27:189-90)

How this is done in different libraries and the good results.

Coe, Ellen M.

Relation of libraries to public schools (see L. j. June 1892,
17:193-4.)

What can be done to help a boy to like good books after he has
fallen into the dime novel habit? (see L. j. April 1895,
20:118-19.)

This is done chiefly by personal contact.

Cole, George W.

How teachers should cooperate with the librarians. (see
L. j. April 1895, 20:115-18.)

Graded lists prepared by teachers. Different state
boards of education have printed lists in their reports.

Dousman, Mary E.

Children's departments. (see L. J. Sept. 1896, 21:406-8)

Ideal children's rooms.

Eastman, Linda A.

Children's library league. (see L. j. 1897, 22: C 151.)

Description of the organization of the first children's
library league.

Works between libraries and schools- a symposium. (see
L. j. April 1899, 22:181-87.)

Organization and work now carried on at Worcester,
Mass. free public library;

St. Louis, Missouri, public library;

Cleveland, Ohio, public library;

Detroit, Michigan, public library;

Milwaukee, Wisconsin, public library;

Springfield, Massachusetts, city library.

Cleveland public library report 1899, 1901.

Exhibits, children's catalog, bulletins, and lists.

Fairchild, Edwin M.

Methods of children's library work as determined by the needs of the children. (see L. j. 1897, 22: C 19-27.)

Plan for children's room in a library.

Selection of the books. Control of the children.

Foster, William E.

Some successful methods of developing children's interest in good literature. (see L. j. Nov. 1895, 20:377-79.)

Establishment of a small school library by Mr. J. W. Sawin of Providence, R. I. Library hour.

Hill, J. H.

School and library. (see L. j. April 1902, 27:186-88.)

Methods of cooperation.

Hewins, Caroline H.

Children's books of 1896. (see L. j. April 1897, 22:194-96.)

Review of the best books of 1896.

Children's books. (see L. j. 1897, 22: C 108-9.)

Hunt, Clara Whitehill.

Classification of children's story books. (see L. j. Feb. 1902, 25:171.)

Books usually put with fiction are given classification numbers, and arranged with the subjects of which they treat.

Mc Crory, Harriet.

Ideas in children's work. (see L. j. April 1900, 25:171.)

Library clubs with chapters named for well known authors.

Merington, Mary E.

How may we make the guiding of pupils' reading a part of the teacher's work. (see L. j. April 1895, 20:119-21.)

Moore, Annie Carroll.

Library visits to public schools. (see L. j. April 1902, 27:181-86.)

General outline for talks to be given in schools.

Moore, Evva L.

Picture work in children's libraries. (see L. j. 1900, 25: C67-8.)

Different ways in which pictures may be used.

Olcott, F. J.

Story-telling, lectures, and other adjuncts of the children's room. (see L. j. 1900, 25: C69-70.)

Important work that may be carried on in children's rooms.

Plummer, Mary W.

Work for children in free libraries. (see L. j. Nov. 1897, 22:679-86.)

Explains routine of the work.

Pratt Institute animal exhibition. (see L. j. Dec. 1898, 23:671)

Short description of the exhibit and its results.

Pratt Institute hero exhibit. (see L. j. April 1898, 23:146-48)

Gives lists of books on the subject.

Root, Mary E. and Maltby, Adelaide, B.

Picture bulletins in a children's library. (see L. j.

April 1902, 27:191-94.)

Report based on circular letter sent to different
libraries.

Sargent, A. L.

Reference work among school children. (see L. j. April
1895, 20:121-22.)

Aids that can be used in making reference lists.

Children's books and periodicals. (see L. j. 1900, 25:C34-
5.)

Importance of giving well written books to children.

Reports from:

Brookline, (Mass.) Pub. library.

Buffalo, Pub. library.

Carnegie library of Pittsburgh.

Cedar Rapids, (Iowa) Pub. library.

Cincinnati, (O.) Pub. library.

Cleveland, (O.) Pub. library.

Evanston, (Ill.) free pub. library.

Milwaukee, (Wis.) Pub. library.

Pratt Institute free pub. library.

Scoville Institute, Oak Park, Ill.

The following lists:

Boston- Pub. library. Selected list of books for young readers.

Brookline-Pub. library. List of books for boys and girls.

Cincinnati-Pub. library. Graded lists.

Cleveland- Pub. library. Special reading lists.

Evanston- Free pub. library. Graded and annotated list of 500 books in the school library.

Hewins, C. M. Selected list of books for boys and girls.

Kansas City (Mo.) List of college stories.

New York- State library. Lists of best books.

New York- State library. Reading list for children's librarians.

Reynolds, Natel. Select list of children's fiction.

St. Louis- Pub. library. Reading lists for boys and girls.

Statistics are given below for the three months having the largest circulation in the children's room of the Champaign public library.

January	Fiction	Classed
6	30	5
7	10	4
8	25	5
9	25	2
10	28	2
11	41	8
13	39	5
14	19	16
15	20	3
16	20	2
17	19	10
18	44	6
20	43	5
21	21	6
22	26	0
23	22	3
24	32	6
25	62	14
27	25	4
28	27	4
29	31	1
30	24	4
31	<u>13</u>	<u>1</u>
	646	116

February	Fiction	Classed
1	43	6
3	29	1
4	22	5
5	24	2
6	24	2
7	18	4
8	56	12
10	30	2
11	21	3
12	21	5
13	9	6
14	20	1
15	35	14
17	37	8
18	19	1
19	26	4
20	10	5
21	32	7
22	43	10
24	31	4
25	17	3
26	30	2
27	19	3
28	<u>11</u>	<u>6</u>
	627	116

March	Fiction	Classed
1	54	10
3	26	8
4	31	7
5	13	7
6	13	3
7	22	8
8	62	16
10	23	4
11	26	8
12	24	3
13	22	7
14	12	5
15	47	16
17	22	8
18	36	4
19	28	3
20	16	3
21	26	1
22	62	10
24	13	9
25	25	6
26	16	4
27	13	4
28	17	7
29	39	7
31	<u>28</u>	<u>9</u>
	721	177

